



## **Child Find Requirements for Public Education Agencies**



# Child Find

---

- ▶ All public education agencies (PEAs) in the state are required to locate, identify, and evaluate children with disabilities who are located within their geographical boundaries, including children who are homeless, wards of the state, or placed in private schools.



# Child Find Applies to:

---



- ▶ Children aged birth through 21 years
- ▶ Students who are highly mobile, such as migrant and homeless children
- ▶ Children suspected of having a disability, even though they are advancing from grade to grade
- ▶ Private school students (does not apply to charter schools)
- ▶ Home-school students (does not apply to charter schools)



# Components of Child Find:

---

- ▶ Annually review written procedures with staff
- ▶ Disseminate the procedures to parents
- ▶ Conduct public awareness activities
- ▶ Follow referral procedures
- ▶ Screen students
- ▶ Maintain an optional tracking system to meet timelines



# Public Awareness Includes:

---

- ▶ Availability of special education services for preschool and school-aged children
- ▶ Availability of early intervention services for children birth to 2 years 10 ½ months through the AZ Early Intervention Program (AzEIP)
- ▶ Annual provision to parents of the child find procedures and information on milestones



# Referral

---

- ▶ This varies by age



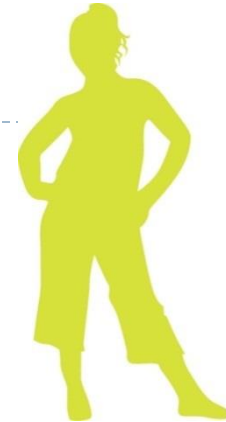
Birth–2 yrs. 10  
½ months

PEA  
refers to  
AzEIP



2 yrs. 10 ½  
months–5 yrs.

PEA  
refers to  
parental  
district of  
residence



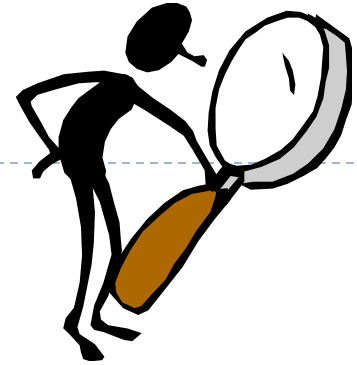
5–21 yrs

PEA  
completes  
referral



# Screening

---

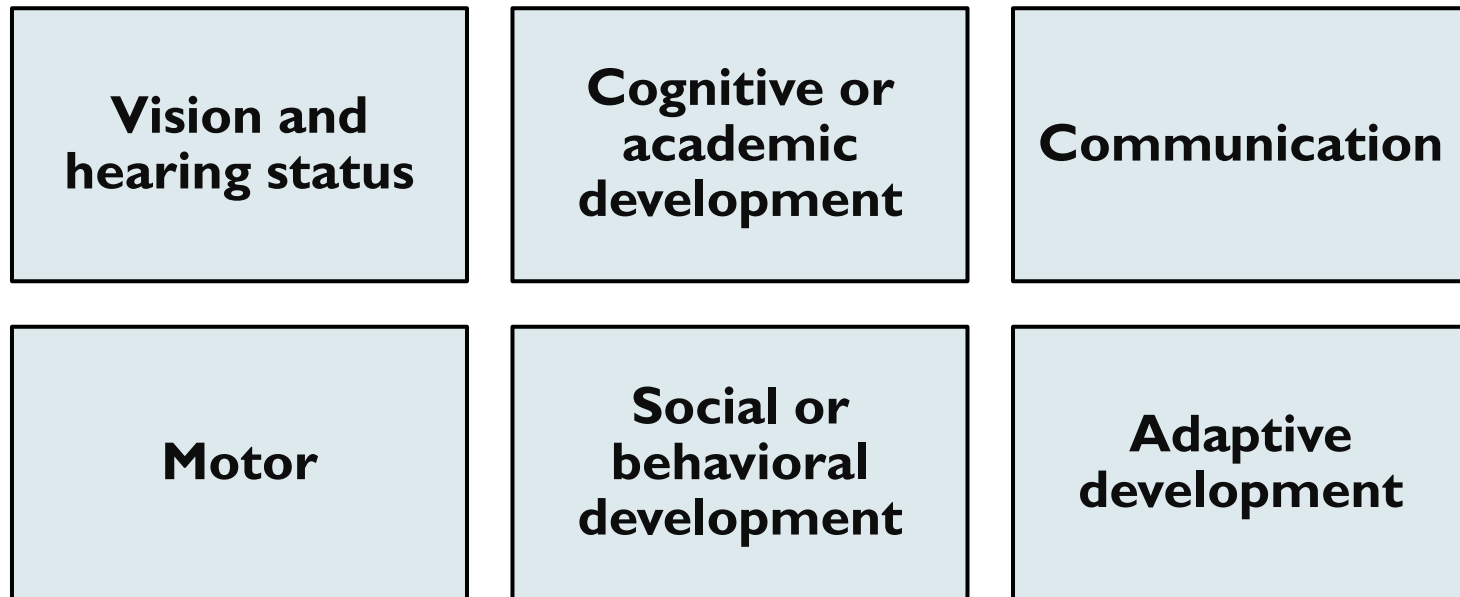


- ▶ Screening is an informal or formal process of determining the status of a child with respect to appropriate developmental and academic norms.
- ▶ It may include observations, family interviews, review of medical, developmental, or educational records, or the administration of an instrument identified by the test publisher as appropriate for use as a screening tool.



# Screening Procedures Shall Include:

---



- ▶ Screening DOES NOT include detailed individualized comprehensive evaluation procedures.

# Screening

---

Shall be completed within 45 calendar days after:

- ▶ Entry of kindergarten student and any student enrolling without records of screening, evaluation, and progress in school; or
- ▶ Notification by parents of concerns regarding developmental or educational progress by their child.



# Screening

---

Shall be completed within 45 calendar days:

- ▶ For transfer students, enrollment data and educational performance in the prior school must be reviewed; and
- ▶ If there's a history of special education for a student not currently eligible for special education, the student shall be considered for a referral for a full and individual evaluation or other services.

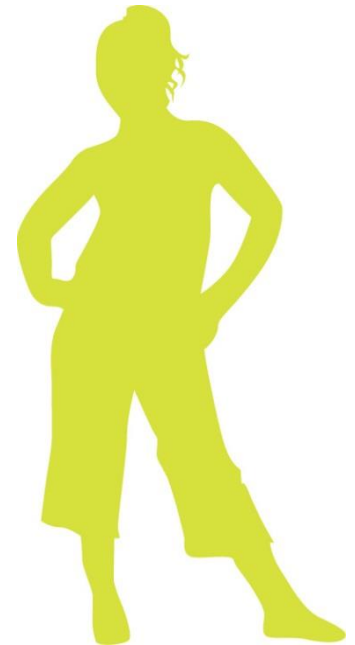


# Tracking System

---

State law requires records be maintained and include:

- ▶ Identification procedures utilized
- ▶ Date of entry into school or notification by parent that a screening is requested
- ▶ Date of screening
- ▶ Outcome of screening



# Timelines

---

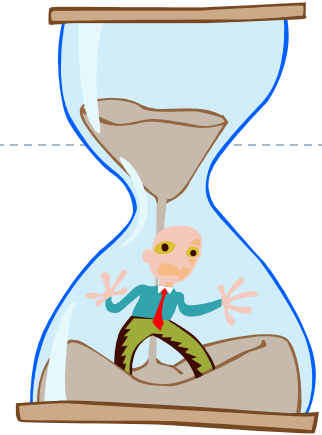
**Student enters school as new student.**



**Within 45 CALENDAR days, student must be screened.**



**If screening indicates areas of concern, parents must be notified within 10 SCHOOL days.**



# District (PEA) Scenario

---



**Mom informs local district that her 4 year old appears developmentally delayed.**



**Child find coordinator verifies that mom lives within district boundaries.**



**Child find coordinator schedules screening with mom to determine if a full evaluation is warranted and completes tracking log.**



**If evaluation is warranted, the district is responsible for evaluation and services if eligible.**



# District (PEA) Scenario

---



**Dad informs local district that his 2-year-old child is not talking.**



**Child find coordinator faxes or e-mails completed referral form within two business days to AzEIP, and enters pertinent information on tracking log.**



# Charter (PEA) Scenario

---



**Currently enrolled student informs teacher that her 4-year-old son is extremely clumsy and seems to fall often.**



**Teacher informs child find coordinator of the issue.**



**Child find coordinator determines mother's district of residence and faxes or e-mails completed referral form within two business days to that district.**



**Child find coordinator enters pertinent information on tracking log and maintains referral form in file.**



# Charter (PEA) Scenario

---



**Teacher identifies below average academic concerns on a 45-day screening.**



**Child find coordinator reviews 45-day screening and sends parent letter home within 10 school days, provides student information to child study team (CST), and enters data on the tracking log.**



**CST determines if intervention plan is needed.**



**If intervention plan is needed, CST leader disseminates plan to pertinent staff and monitors progress.**



# District and Charter School Scenario

---

A fifth-grade student has had numerous office referrals, 12 days of suspension halfway through the year, and parents report they have behavioral issues with the child at home.

Teacher or administrator should notify the child find coordinator of the concerns.

Child find coordinator will enter the information into the tracking log, communicate concerns to parents, and then pass on student information to the CST leader.

CST leader will call CST meeting and determine best course of action for student.



# District and Charter School Scenario

---



A ninth-grade student has progressed from grade to grade, but has failed numerous classes along the way. Additionally, this student is performing at “falls far behind” in all areas on his most recent AIMS test.

The student’s teacher has communicated with the child find coordinator that she thinks the student should be referred.

The child find coordinator enters the pertinent information on the tracking log, communicates the concern with parents, and provides student information to the CST leader.

CST leader will call CST meeting and determine best course of action for student.

# Potential Referral Scenario

---



**A fifth-grade student has been referred to the CST, and an intervention plan has been developed and implemented.**



**After nine weeks of progress monitoring by the CST leader, the CST meets to review progress.**



**The student is making progress so the CST determines that the intervention plan should be continued.**

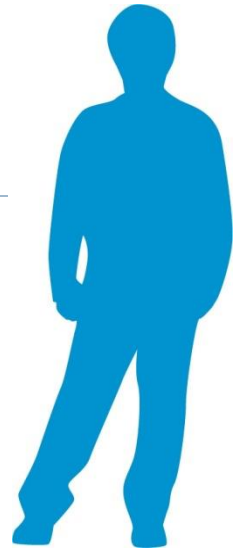


**The student would not be referred for an evaluation at this point. Interventions will remain in place with frequent monitoring.**



# Potential Referral Scenario

---



**A 10th-grade student was referred to the CST, and an intervention plan was developed and implemented.**



**After nine weeks of progress monitoring by the CST leader, the CST meets to review student progress.**



**Student has not made progress with the current intervention plan. CST determines if changes to intervention plan are needed OR refers student for comprehensive evaluation.**



---

# Please Note

- ▶ Pre-referral intervention helps to eliminate possible causes of underachievement.
- ▶ However, if the student fails to meet the expected learning or behavioral changes despite the targeted interventions, OR the student's academic or behavior difficulties are obvious and significant, the student should be referred for an individual evaluation without undue delay.



# Pertinent Child Find Timelines

---

## Birth to Five Referral (IGA referral form)

- **2 business days**

## Screening

- **45 calendar days**

## Parent notification of concerns

- **10 school days**



# Relevant Citations:

---

- ▶ Individuals with Disabilities Education Act 2004 (IDEA '04)
  - ▶ 34 C.F.R. §§ 300.111 and 303.321 – Child Find
  - ▶ 34 C.F.R. § 300.30 – Definition of Parent
  
- ▶ Arizona Administrative Code (A.A.C.)
  - ▶ R7-2-401 (B)(24) – Definition of Screening
  - ▶ R7-2-401 (C) – Public Awareness
  - ▶ R7-2-401 (D) – Child Identification and Referral





Visit [www.azed.gov/special-education/az-find](http://www.azed.gov/special-education/az-find) for legal requirements, training tools, sample forms, and public awareness resources.

Becky Raabe, AZ FIND Coordinator, (928) 679-8106 or [Becky.Raabe@azed.gov](mailto:Becky.Raabe@azed.gov)